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EDUCATION AND INFORMATION FOR DISARMAMENT

Report of the Secretary-General

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I. INTRODUCTION

1. On 15 December 1989, the General Assembly adopted resolution 44/123 entitled "Education and information for disarmament", the operative part of which reads as follows:

> "The General Assembly,
>
> "...
>
> "1. Invites Member States and international governmental and non-governmental organizations to inform the Secretary-General about the efforts that they have made to respond to the call made in paragraph 106 of the Final Document of the Tenth Special Session of the General Assembly;
>
> "2. Requests the Secretary-General, within available resources, to prepare a report on the current state of education for disarmament, taking into account the reports of Member States and international governmental and non-governmental organizations and based on information available from other sources;
>
> "3. Also requests the Secretary-General to submit the reports requested in paragraphs 1 and 2 above to the General Assembly at its forty-sixth session;
>
> "4. Decides to include in the provisional agenda of its forty-fifth session the item entitled 'Education and information for disarmament'."

2. Pursuant to the request of the General Assembly, the Secretary-General, in a note verbale dated 29 January 1991, requested all Member States to provide relevant information about this matter. To date, the Secretary-General has received replies from Bulgaria, Finland and Qatar. The replies are reproduced in section II of the report. Other replies received will be issued as addenda to the present report.

3. A communication, dated 24 May 1991, was also transmitted to international governmental organizations directly concerned with the subject, requesting pertinent information in the field of education for disarmament. The replies to these letters are reproduced in section III of the report.

4. In addition, letters requesting information on disarmament education were also sent to non-governmental organizations, and a notice soliciting such information from non-governmental organizations and educational and research organizations was published in the United Nations DISARMAMENT Newsletter (Vol. 9, No. 3, June 1991). The replies are reproduced in section IV of the report.

5. Further replies from intergovernmental and non-governmental organizations will be issued as addenda to the present report.

II. REPLIES RECEIVED FROM GOVERN

BULGARIA

[Original: English]

[22 May 1991]

1. Bulgaria supports the noble idea set out under a
of the United Nations Educational, Scientific and Cult
(UNESCO) and is confident that the positive tendencies
situation are conducive to creating a new world outlo
consciousness of the world community on vital problem
disarmament included.

2. Bulgaria has repeatedly expressed its support fo
the World Disarmament Campaign, particularly for the
of Member States to include matters of disarmament in
curricula and cultural policies.

3. Along the line of UNESCO associated schools, Bul
number of initiatives concerning education in the fie
peace and the protection of human rights. In 1987, a
under the title Continuing Challenges for Human Right
the second edition of the book, considered a major to
sphere of peace and disarmament, is under preparation.

4. Bulgaria is aware that the consolidation of worl
requires more than the clearly manifested political w
involved; it also takes the joint efforts of all stra
community, bearers of universal human values and expr
of the young generation.

5. Bulgaria is highly appreciative of United Nation
of disarmament and for the solution of regional confl
active support for the Security Council's measures an
eliminating the Gulf crisis, which reflect the joint
international community to enforce compliance with Un
and respect for international law. United Nations eff
restoration of peace and the establishment of a collec
that region have the warm support of our country.

6. The positive tendencies in the international situ
democratic changes in Europe, as well as by the prospe
reduction of strategic offensive weapons and on conven
conducive to Bulgaria's efforts in the entire range of
are witnessing evolutionary changes which amount to th
East-West bloc opposition and the confrontation and in
with it.

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7. At the same time, Bulgaria is aware that the problem of disarmament with its many aspects is reflected in numerous concepts and ideas of the place of disarmament in the process of consolidation of peace and confidence-building and the role of the United Nations as a collective body. In this connection, Bulgaria adheres to the view of the need to imbue with new content and objectivity the information concerning matters of disarmament and education in a spirit of peace, which should be free of indoctrination and should realistically reflect the development of that process.

8. Despite certain views that international organizations are inappropriate as a mechanism for the distribution of information on disarmament, Bulgaria is confident that in today's interdependent world the exchange of ideas and information on that sensitive issue will continue to develop. This tendency is also determined by the context of changes in the international situation and the progress in disarmament talks.

FINLAND

[Original: English]

[18 June 1991]

1. In Finland the National Board of Education is the central governmental body for education below university level. Its task is to develop comprehensive primary and secondary education as well as post-secondary general and vocational education.

2. One of the objectives of all education and training is education for peace and international understanding. This objective is laid down in the law on both general and vocational education. It is further based on the Universal Declaration of Human Rights. But we do not have special disarmament and peace studies programmes at these levels.

3. As education for peace is a penetrable subject in all programmes, learning material has been quite extensively produced.

QATAR

[Original: English]

[3 July 1991]

1. Regarding the subject of education for disarmament, Qatar has the honour to inform that the subject of peace, and disarmanent and international cooperation are integrated in the school curricula, particularly in social and civics courses when dealing with the subject of the United Nations and its various institutions.

2. While this trend is already clear in the school books and the mottoes repeated by students in the morning before classes and in the reports and essays required from students on the subject, it will be even more clealry reflected in future school books.

III. REPLIES RECEIVED FROM INTERNATIONAL GOVERNMENTAL ORGANIZATIONS

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

[Original: English]

[29 July 1991]

In connection with information on existing disarmament or peace studies programmes falling within the United Nations Educational, Scientific and Cultural Organization's sphere for the preparation of the results of the survey for the forthcoming forty-sixth session of the General Assembly, the following is relevant:

(a) UNESCO is presently elaborating the seventh edition of the World Directory of Peace Research and Training Institutions to be published shortly (the last existing edition is dated 1988 of which the United Nations has already received a copy);

(b) Volume X of the UNESCO Yearbook on Peace and Conflict Studies has also a section on the research of various peace and disarmament research institutes.

UNITED NATIONS UNIVERSITY

[Original: English]

[10 June 1991]

A. Introduction

1. Since its inception the University has dealt with various aspects of peace, security, culture, human rights and development through several research programmes including: "Peace and Global Transformation" (PGT), "Socio-Cultural Development Alternatives in a Changing World" (SCA) and "Goals, Processes and Indicators of Development" (GPID). The present programmes are built, on the one hand, on the results and achievements made by these preceding activities and on the other, on the recognition of the increased need for multilateralism to manage the consequences of the dramatic transformations that have recently taken place in the world's political, economic and social systems.

2. The Peace and Global Transformation Programme (PGT), for instance, sought to redefine the concepts of peace and security from the standpoint that there can be no peace without transformation and that there also can be no transformation without peace. It undertook to identify the causes of insecurity, violence and war and probed into underlying political, ecological and cultural dimensions. The Programme on Socio-Cultural Development (SCA) focused on the quality, quantity and especially tempo and impact of processes of transformation in various sectors of social life in different countries. It examined the alternatives in human and social evolution in the context of the interwoven circles of civilizational moulds, geocultural areas and nation building. The Programme on Goals, Processes and Indicators of Development (GPID) endeavoured to see goals, processes and indicators in their relation to each other, not as separate entities. Much research had been conducted in which indicators have been detached from goals, and to some extent also from processes, focusing on what was available and measurable. The Programme thus tried to do in-depth work on all three facets, subjecting goal formulations to the question of processes leading towards the realization of such goals, seeing indicators as instruments to know whether one was moving in the right direction or not.

3. In the present interdependent world, multilateralism must be enhanced as a means to alleviate world tensions and ensure a just and stable new world order. Multilateralism refers to an institutionalized process of international negotiation for problem solving and conflict resolution involving more than three or all parties concerned. The University's programmes are particularly concerned with the issues, policies and trends that are important for multilateral actions regarding peace and governance, economic relations and sustainable development. They will also study the multilateral implication of global economic, social and political and cultural changes, many of which are accelerated by scientific and technological advances.

B. Governance and conflict resolution

1. Objective and background

4. The purpose of the programme is to produce a coherent framework and build knowledge and competence for resolving internal conflicts. The theories to be formulated will be grounded on empirical examples, case studies and comparative knowledge of internal conflicts and their resolution. The programme intends to examine the conditions underlying internal conflicts, particularly where this is manifested through direct violence. Because of the persistence of internal conflicts in the third world today, the programme will focus particularly on the problems related to identity conflicts, early warning of potential conflicts and conflict transformation, and conflict resolution.

5. The concept of "internal conflicts" needs further elaboration, particularly at a moment in history when it is difficult to make clear distinctions between external and internal conflicts. The concept of

non-intervention in internal affairs is crumbling as conflicts within and between States become inextricably interlinked. The social conflicts in Central America, the Islamic revivals in dozens of Asian and African countries, turbulence and war in the Middle East, the destabilization of southern Africa, the trends towards disintegration in the Soviet Union, the drug-financed rebellions in South America and South-East Asia, the general resurgence of ethnicity and nationalism and the complex pattern of refugee movements from South to North are examples that belong to our times.

6. Recent years have seen a profound change in conceptual approaches to conflicts and violence. There is a blurring of traditional conflict paradigms, most obviously in the changing perceptions of the East/West conflict, in North/South conflicts, in inter-State and internal conflicts, human rights, and environmental degradation - issues which are incomprehensible within conventional paradigms of international relations theory or current utopian thinking.

2. Research

7. The programme has two major thrusts: (i) identification of the elements in conflict formation; and (ii) governance and conflict management. The programme re-examines the specific features of State formation, types of States and their relationship to ethnicity or ethnic stratification. State formation refers to the imposition of identity from above. This may take the form of assimilation, or integration and lead to enhancing and creating new identities. Identities can also be formed from below, from primordial loyalties, language, culture and shared perceptions and through the precise interaction between State and nation building. The programme explores ways in which national, religious and other identities are formed within the framework of rapid modernization. State formations are issues highly relevant not only for societies in the third world but also for the developed world. Everywhere, the concept of the State requires redefinition to accommodate multi-ethnic pluralities.

8. Governance, at the international and the national level, is a key concept in the Medium-term Perspective (1990-1995) of the United Nations University. This part of the programme will be coordinated with the study that is being conducted to explore the feasibility of establishing a research and training centre at Barcelona on the problems of governance. The study is expected to address the question of functioning of the State and of civil society, their interaction and the processes, norms and institutions by which they operate at various levels, ranging from international to national, regional and local, and in all the areas of concern to society, that is, the economic, social, cultural and political sectors.

9. The capacity to predict potential conflicts (early warning) is being recognized as a tool in conflict resolution. Studies will be promoted to help determine the relevant indicators for early warning, as well as to further discussions on potential conflicts likely to emerge in the future. The

programme will develop indicators which can alert the global community to potential and escalating conflicts.

10. It will also undertake research on the role of constitutions and national legislations that define forms of autonomy and decentralization of power in conflict resolution, in a comparative perspective. The process of seeking autonomy can be defined as an attempt by a group to retain identity through institutional means. The institutional arrangements and mechanism for autonomy can be very complex, thus necessitating comparative studies on experiences with autonomy in different countries and regions. Comparative research is needed on the conditions for federalism and the conditions for autonomy.

11. The specific themes that will be studied under the programme are as follows: (a) culture of violence; (b) autonomy and the devolution of power; (c) formation of identities, sub-nationalist and religious associations; (d) the State and ethnicity; (e) democracy and demilitarization; and (f) conflict theory and conflict resolution. Research will be undertaken on specific issues related to the above-mentioned themes, and a series of related international conferences will be organized in the course of the programme.

12. In 1991, an international conference is planned at Lima on culture of violence with special attention to the concrete cases such as the problems of drugs, ethnic tensions, street children and human rights in Latin America. The conference will be organized in cooperation with the Peruvian Peace Research Association. The United Nations University has also cooperated with the International Peace Research Institute in the organization of a conference on the internal conflicts in South Asia that was held at Colombo in April 1991. A conference on the State, ethnicity and governance is being planned to be held in the Soviet Union in 1992, with special reference to the situation in the Soviet Union and Eastern European countries.

3. Training

13. Training is an integral part of the programme. It is expected to serve as a bridge between the theoretical and empirical understanding of conflicts and the practical and active engagement in conflict resolution. Training is further considered as an important means of dissemination. The objective will be to prepare seminar participants for a future role in peace-making and conflict resolution. Participants will learn how to identify and analyse conflicts at different social levels, and how to identify significant social actors and their goals. They will be made aware of the special dynamics of asymmetric conflicts and they will become better versed in constructive techniques in conflict situations.

14. A series of regional training seminars are being prepared with each seminar focused on the most pressing issues of the region concerned. The seminars will be planned to ensure certain continuity in format and transfer of experience between regions. They will be organized in cooperation with one

or more national or regional institutions. Participants will be persons in mid-career, ideally between 30 and 45, with a substantial amount of work experience and with professional training, academic or otherwise. Participants will be selected to represent different backgrounds in terms of ethnic and social groups, professions and current positions both in government and private sector. A special consideration will be made to secure participation of women in the seminars.

15. Two regional training seminars are concurrently being planned to commence in October 1991. For the Latin American region, a four-week seminar will be held at Bogota in collaboration with the Pontificia Universidad Javeriana. For the Asian region, a three-week training will be conducted at Manila, with the collaboration of the University of the Philippines' Center for Integrative Development Studies (CIDS). Both seminars aim to equip trainees with the methodologies required for management of conflict regulation and conflict resolution through overview of theoretical frameworks, analysis of case studies and discussions with officials experienced in conflict negotiations.

16. The Programme Coordinator is Dr. Kumar Rupesinghe at the International Peace Research Institute, Oslo (PRIO). Professor Javier Sanin, Director of the Estudios Politicos, serves as the Seminar Director for the Latin American training. Professor Jose N. Endriga, Director of the Center for Integrative Development Studies, serves as the Seminar Director for the Asian training. Dr. Marcial A. Rubio, APEP, Asociacion Peruana de Estudios e Investigacion para la Paz, will host the International Conference on Culture of Violence.

C. Multilateralism and the United Nations system

1. Objective and background

17. The underlying theme of the programme is the interaction of two dynamics: (a) the changing structure of world order; and (b) the process of international organization. World order is a concept that has both descriptive/analytical and normative meanings. In the descriptive/analytical sense, world order is the result of political, economic, social, ideological, and cultural structures that define the behaviour and power relationships among human groups. In the normative sense, world order is the desired outcome of the processes constituting and transforming these structures. "International organization" is used here as the process of institutionalizing world order with normative intent. Of course, there is no prior consensus on the normative meaning of world order, so international organization is the dynamic of conflict and cooperation among the various interests and goals involved in the making of world order. The problem of international organization, accordingly, has to be rethought in relation to these major structural changes. This does not mean simply taking structural changes in political, economic, and social power as givens, and then considering what kind of international organization is suggested by them. It means considering also the potential for international organization to guide the process of global structural transformation towards normatively desired goals.

2. Research

18. Plans for the programme were reviewed by a consultative group in June 1990. Some projects will be initiated in 1991 and others will follow. The first projects focusing upon the international organization aspect of the programme are (a) a "state-of-the-art" review of literature about the United Nations system that will look especially at work done in languages other than English, and work reflecting different world cultures, with a view to bringing this work into comparison or juxtaposition with work available in widely circulated English-language publications; (b) a series of case studies of relations between particular countries and the United Nations system, expanding upon an initial series of such studies made under the auspices of the Academic Council on the United Nations System and the Canadian Institute for International Peace and Security; and (c) a re-examination of the concept of multilateralism from the perspective of different theoretical standpoints and different cultural traditions, a project designed to give a new and innovative theoretical basis for thinking about multilateralism in a future world order.

19. On the aspect of global structural change a comprehensive study is being planned to begin in 1991-1992 which will have as its objective examination of various aspects of global structural change from the standpoint of the implications for multilateralism and the United Nations such as (a) the internationalizing of the State and tendencies towards both macro- and micro-regionalism; (b) globalization of elites; (c) migration, and the restructuring of production; (d) communications and their globalization; (e) movements for democratization and other social movements that respond to globalization; and (f) violence and non-violence in the processes of structural transformation. A conference dealing with a number of these aspects will be held in Japan in March 1992, which will give impetus to this aspect of the programme.

D. Development and security

20. This programme involves research and policy studies on the relationship between economic and political security and development. It engages development specialists in the consideration of the problems of both developed and developing countries. The programme will make a systematic effort to involve policy makers from a wide range of countries, particularly from the developing countries.

21. There are initially two projects within the programme. The first will concentrate on "development economics for the developed countries" and the second will focus on "the military sector and global economic change". The first project will look at the "development theory" of highly developed economies. The research fellows associated with the project will consider security and welfare indicators, for example, of health, homelessness, education, environmental quality, for developed and developing countries; the problems of two-sector economies - agriculture versus modern industry or

modern industry versus services - with two distinct "ways of life"; the impact of military research on modern industrial sectors; and economic complementarity in models of North-South relationships. The second project will encourage research into the linkages between global geopolitical dispositions and the international economy, the role of the military sector in the advanced industrial countries, the positive and negative consequences of military spending in developing countries, on non-military concepts of security, on the role of imported weapon systems and technology transfer, on militarism and social development, and on military transfers in North-South economic relationships. By connecting the two global crises - the geopolitical and the economic - using new conceptual approaches, the research should provide new insights into their interrelationships as a basis for evolving policy options to reduce global insecurity and existing constraints on the recovery of the world economy. Work on this programme area commenced in 1990 and is in progress.

IV. REPLIES RECEIVED FROM NON-GOVERNMENTAL ORGANIZATIONS

AFRICAN AND MALAGASY COUNCIL ON HIGHER EDUCATION

[Original: French]

[17 June 1991]

1. We would like to inform you that, with respect to the member States of the African and Malagasy Council on Higher Education (CAMES), courses on peace and disarmament as such have not been formally set up in institutions of secondary or higher education. Subjects such as peace and disarmament, however, are dealt with in the teaching of certain disciplines like history.

2. We recognize that this is a deficiency which should be remedied in view of the fact that the impact of such courses is clearly beneficial for human society. We believe that it is possible to introduce course programmes on peace and disarmament at all levels of education, including primary education, as one of the most important areas of civics since good citizenship should not be limited to the nation to which each one belongs, but should extend to the world community, the great village in which everyone must agree to carry out responsibilities in the field of mutual relations.

EUROPEAN EDUCATIONAL RESEARCH TRUST

[Original: English]

[7 June 1991]

Our main activity is in giving financial support to organizations which are involved in the promotion of European understanding and cooperation through educational projects.

INTERNATIONAL ASSOCIATION OF UNIVERSITY PRESIDENTS

[Original: English]

[2 August 1991]

1. At its triennial meeting in July 1990, at Valladolid, the membership of the International Association of University Presidents (IAUP) approved a proposal to set up an Arms Control Commission to work with the United Nations for the purpose of advancing the teaching of arms control courses world wide to help implement General Assembly resolution 44/123. The IAUP Commission was set up in April 1991, consisting of a Steering Committee of some 30 members, and some 60 Corresponding Committee Members from different regions of the world and comprising of educators, scholars, diplomats and arms control experts. The first meeting of the Steering Committee took place at United Nations Headquarters on 13 June 1991.

2. The Commission's ultimate aim is to expand the teaching of arms control courses world wide. Tentatively, IAUP believes that the best way to accomplish that aim is as follows: (a) the development of a cluster of interdisciplinary courses treating arms control issues; (b) the identification of a few universities where such courses might be offered experimentally and monitored; (c) the evaluation and revision of such courses after several years; (d) the introduction of the revised courses at selected universities. The function of this Commission will be not to duplicate, but to build on the understanding work already done in peace, security, and world order studies.

3. The Arms Control Commission is at present planning an initial three-year cycle to develop the proposed programme.

4. As mentioned above, an important aspect of the work is to review outstanding arms control programmes already under way and related efforts at such places as the University of Illinois (United States), Autonomous University of Central America (Costa Rica) and Uppsala University (Sweden). Of importance is also to review the important work being carried out in this area by the Talloires Group, for instance at Tufts University and Hampshire College (as part of the Five College Consortium). As a first step towards defining the specific objectives and plan of work for the Commission, the Steering Committee agreed to conduct a series of seminars in the fall, 1991, which would involve presentations to the Committee of experts in the field who are already involved in the development of successful programmes in this area.

INTERNATIONAL SCHOOL-TO-SCHOOL EXPERIENCE

[Original: English]

[24 June 1991]

1. The International School-to-School Experience (ISSE) was organized as a means of promoting and fostering peace and world understanding through the school and individual family unit of the student ages 11-12 on a country-to-country basis.

2. Our goal is to touch the lives of as many people as possible through a three-week exchange programme. Our founder knew that this age group is mature enough to benefit from international experience, yet young enough to be relatively free from prejudice.

3. The experience is exactly what it says. The students stay in a family and attend school with a host brother or sister the same age. They have contact and interaction with students at all age levels thereby creating lasting peaceful impressions on a global basis.

4. This last year has been especially hard and our numbers are not what we would have hoped. This is due in large part to the Gulf crisis, political unrest in India, El Salvador, the earthquake in Costa Rica and now the health factors of Ecuador. We are moving ahead and hoping for a better year in 1991-1992. We work in the sure knowledge that we do make a difference.

KENYA ADULT EDUCATION ASSOCIATION

[Original: English]

[15 July 1991]

1. I wish to inform you that we have just completed our first two-year programme. The programme period is July 1991 to June 1993.

2. In the programme there is a section devoted to public and community education. This deals with identified topics or interest areas. One of the identified areas is peace education.

3. A survey will be carried out to establish the existing "arms" being exposed to children, especially in urban areas. It will cover "arms" toys, films, videos and TV and their impact on the child. The results will be communicated through our newsletter with an action plan (campaign) directed to the children, parents, manufacturers, policy makers, traders and general public showing the need to stop this practice. At the end of the process, we hope to have an area with no support for armaments.

PEACE RESEARCH INSTITUTE - DUNDAS

[Original: English]

[31 May 1991]

1. We do not have any peace education courses or programmes going on right now. A course at York University in Toronto entitled "Search for World Peace" is being taught at first-year university level.

2. Possibly in summer 1992 we will organize, jointly with McMaster University Peace Studies Centre (Hamilton, Ontario), a "Summer School in Peace Research" lasting one or two weeks. Our Institute used to hold these at Carleton University in Ottawa in the 1970s and we hope to revive this.

PHYSICIANS FOR SOCIAL RESPONSIBILITY

[Original: English]

[17 June 1991]

The Twin Cities Chapter of Physicians for Social Responsibility has two projects, the Center for Peace Education (CPE) and the PSR Speakers Bureau, that provide programmes on nuclear arms and military spending issues. CPE presents programmes to high school students and the PSR Speakers Bureau presents programmes to adult groups.

UNIVERSITY CENTRE FOR PEACE RESEARCH

(Universitätszentrum für Friedensforschung)

[Original: English]

[3 June 1991]

A lecture is being administered at the University of Vienna on the topic "General and Special Questions on Peace Research, Peace and Security: the Vienna Disarmament Negotiations". The course is taking place over two terms and is meant for students of all faculties. The special subjects are the negotiations going on at Vienna: 1. Negotiations on Conventional Armed Forces in Europe (CFE) and 2. Negotiations on Confidence- and Security-Building Measures (CSBM).

UNIVERSITY FOR PEACE

[Original: English]

[21 June 1991]

1. The programmes at the University for Peace contemplate the specific subject of disarmament and peace and we do have plans to begin a Master's Programme in Education for Peace in September of 1992 (see annex).

2. In September of this year, the University for Peace begins two Master's Programmes in International Relations (Cooperation, Integration and Peace) and in Ecology. As you would see from the enclosed programmes these two also deal directly with the subject of disarmament and peace and we believe that they fall under the area of interest for the survey.

ANNEX

Master's Degree Programme in International Relations

I. INTRODUCTION

1. Within the framework of the Constitutive Charter of the University for Peace, created by the United Nations in 1980 and headquartered in Costa Rica, and to comply with the objectives which inspire this International Institution, a Master's Programme in International Relations (Cooperation, Integration and Peace) will begin on 2 September 1991.

2. The programme's objective is to study the organization, functioning and problems of current international society. This study includes the structure, dynamics, problems and roots of the current process of rapid change in a world which foresees a new order, different from that which has prevailed since the end of the Second World War. This new world order has reshaped the conduct of States and of the different international actors. The University hopes to provide new insights from a perspective of justice and peace.

3. The Master's Programme in International Relations has been structured with a practical and operational orientation to offer students knowledge of the current international reality, of its main problems and of its future development. It will provide specialized profession training to enable students to work in fields which relate to international activities, both at the governmental level and at the level of international organizations.

4. The Master's Programme in International Relations is part of a comprehensive curriculum of the University for Peace, where Irenology, understood as the study of peace, is its core subject (University for Peace Constitutive Charter, Art. 19). Irenology which undertakes the study of the basic unity of human nature which, over and above cultural, economic and ideological influences, is common to all and naturally tends to have the same assets and values. Among these assets and values, peace is one of the most prized. Personal peace as an acceptance of oneself; social peace as the capacity for dialogue and tolerance; international peace as solidarity and harmony among nations. (Curriculum approved by University for Peace Council, January 1984, document UP-C3/3.)

II. OBJECTIVES

5. The objective of this Master's Programme is, consequently, to form professionals specialized in International Relations, with emphasis in the area of cooperation and integration from a perspective of peace. These professionals will be prepared to work as experts in:

(a) United Nations and other international organizations;

(b) Regional organizations of cooperation and integration;

(c) Public administration of States, particularly Ministries of Foreign Affairs and of Cooperation;

(d) Universities and research centres;

(e) The media;

(f) Private enterprise, foundations, non-governmental organizations and other public and private institutions.

III. STRUCTURE OF THE PROGRAMME

6. The programme consists of two academic years, from 2 September 1991 to 30 June 1993, during which practical and theoretical courses and seminars will be offered. The students will then have a four-month work experience in an international organization, academic institution or governmental office of foreign policy. Students will write a thesis as a final requirement for graduation.

7. The programme will be complemented with conferences and workshops on current issues of international relations.

Courses

8. The following core courses will be offered throughout the two academic years:

(a) Current International System: Analysis and Future Perspectives;

(b) International Economic Relations;

(c) International Judicial Order.

Seminars

9. The following seminars will be offered with a duration of two, four or six weeks each (intensive):

(a) Irenology;

(b) International Relations Theory;

(c) Decision-Making Processes and the Formulation and Conduct of Foreign Policy;

(d) International Negotiation;

(e) The United Nations System;

(f) Peaceful Conflict Resolution;

(g) Human Rights;

(h) International Humanitarian Rights;

(i) Environment and Natural Resources;

(j) Security, Disarmament, Development and Peace;

(k) Cooperation and Development;

(l) The Role of Culture and Religion in International Relations;

(m) International Integration: Problems and Perspectives;

(n) Regional Cooperation and Integration Organizations;

(o) The European Community;

(p) Integration and Common Policy Action in Latin America;

(q) Integration and Common Policy Action in Africa and Asia;

(r) Research Methodology.

10. During two afternoons each week, students will be assigned a tutor who will aid and guide them in their respective research projects. A seminar to integrate the students will be held during the first week of the first academic year.